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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: effects of focus of prescription on remedial readers' reading achievement; a parent tutorial reading skills packet, effects of leadership training for Right to Read directors; methods for teaching reading to learning disabled children; children's letter identification abilities; the effects of attendance in summer Head Start classes; evaluation of two Title I reading programs; development of a beginning reading vocabulary for kindergarten pupils in Title I schools; a ninth grade remedial reading program in vocational/technical schools; oral and reading vocabulary scores of educationally disadvantaged third grade students; the possibility of explaining programmed instruction with a reading comprehension theory; a camp program's effect on reading ability and attitudes of disadvantaged children; the effect of an interim year of readiness instruction between kindergarten and first grade; effects of cross age tutorial and small group instruction in special education resource programs; a program of parent education; and effects of summer school attendance on retention of reading skills. (GW)

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Reading Instruction: Remedial and Compensatory:

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Abstracts of the following dissertations are included in this collection:

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THE EFFECTS OF FOCUS OF PRESCRIPTION ON READING ACHIEVEMENT OF REMEDIAL READERS

Burrows, Zanas Abram

THE DEVELOPMENT AND VALIDATION OF A TUTORIAL READING SKILLS PACKET FOR APPLICATION BY PARENTS

Davis, Celestia Brannen

THE EFFECTS OF THE RIGHT TO READ LEADERSHIP TRAINING ON THE FIRST YEAR RIGHT TO READ SCHOOL DISTRICTS IN TEXAS

Ellison, LaJeune Hickson

A COMPARATIVE STUDY OF THE FERNALD READING METHOD AND SYSTEMATIC DESENSITIZATION AS METHODS TO IMPROVE READING ACHIEVEMENT IN LEARNING DISABLED CHILDREN

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A STUDY OF ORAL VOCABULARY SCORES AND READING VOCABULARY SCORES OF THIRD GRADE EDUCATIONALLY DISADVANTAGED STUDENTS

Killian, Paul Wright, Jr.

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THE EFFECT OF TRANSITION EDUCATION, A YEAR OF READINESS AND BEGINNING READING INSTRUCTION BETWEEN KINDERGARTEN AND FIRST GRADE, ON LATER ACHIEVEMENT FOR SELECTED CHILDREN

Sindelar, Paul Thomas

THE EFFECTS OF HYPOTHESIS/TEST AND FLUENCY TRAINING, CROSS-AGED TUTORING AND SMALL GROUP INSTRUCTION, ON READING SKILLS

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Williams, Mary Thompson

SUMMER SCHOOL ATTENDANCE AND THE RETENTION OF READING SKILLS OF SELECTED FOURTH GRADE STUDENTS

THE EFFECTS OF FOCUS OF PRESCRIPTION ON READING ACHIEVEMENT OF REMEDIAL READERS

BERMAN, Margery Elinor, Ph.D.
University of Maryland, 1977

Supervisor: Dr. Dorothy D. Sullivan

The purpose of this study was to compare the effectiveness of three approaches to the focus of prescription in remedial reading instruction: skill strengths, skill needs, and an unfocused sequential approach.

The following hypotheses were tested: H_{01} There is no relationship between focus of prescription and growth in reading achievement for remedial readers. H_{02} The relationship between focus of prescription and growth in reading achievement is not moderated by auding ability.

The subjects were 34 remedial readers in the third through the sixth grades who received small group instruction carried out by the researcher. Classes were held daily for 30 minutes during a five-month experimental period. All students, randomly assigned to treatment groups, participated in an intensive, eclectic remedial program with the same 11 activities: a facilitating experience for Language Experience Approach (L.E.A.), dictation of L.E.A. story, independent activities with L.E.A. stories, word bank cards, word bank card games, discovery technique, word attach games, Directed Reading Activities, oral reading of plays, functional reading centers, and diagnostic activities.

The three treatment groups differed on focus of prescription. Students in Treatment A worked with skill strengths, while Treatment B students focused on skill needs, and students in Treatment C participated in the same activities in a predetermined sequential fashion. Grouping, time allotment, and all other aspects of remedial instruction were equated for the three treatment groups.

The investigator administered four reading achievement pre-tests to measure the following variables: word recognition (total number of words read correctly on the Botel Word Recognition Test), oral reading accuracy (total number of words read correctly on the oral reading passages of the Spache Diagnostic Reading Scales), silent reading comprehension (total number of comprehension questions answered correctly on the silent reading passages of the Spache DRS), and phonics knowledge (total number of correct items on six phonics subtests of the Spache DRS). In addition, the Peabody Picture Vocabulary Test was administered as a measure of auding ability. After the five-month instructional period, post-tests were administered with the same four reading achievement measures.

To test the first hypothesis, the multivariate analysis of covariance technique was used. The four post-test reading measures were the criterion variables, and the four pre-test measures along with auding ability were covariates. The second hypothesis was tested by utilizing the homogeneity of regression technique with each posttest, using auding ability as the single covariate.

The following conclusions were drawn from the findings: 1. The research hypothesis that there is a relationship between focus of prescription and growth in reading achievement for remedial readers could not be supported. 2. The research hypothesis that the relationship between focus of prescription and reading ability is moderated by auding ability could not be supported.

This study is a first step in refining the theory of focusing on strengths in remedial reading. Results suggest that the cognitive aspects of focusing on specific skill strengths may not be as important as focusing on the affective strengths of each student. Additionally, further studies are needed which employ a control group, larger samples, different types of remedial populations, and follow-up evaluation.

Order No. 77-27,989, 271 pages.

THE DEVELOPMENT AND VALIDATION OF A TUTORIAL READING SKILLS PACKET FOR APPLICATION BY PARENTS

Order No. 7730637

BURROWS, Zenas Abram, Ed.D. Utah State University, 1977. 139pp. Major Professor: Dr. Malcom Allred

A modified research and development procedure was used to produce and to test the effectiveness of a Parent Tutorial Reading Skills Packet consisting of (1) twenty-five lessons designed to teach specific reading skills to fourth grade students who were reading one year or more below grade level and (2) a manual for parents containing directions for tutoring and instructions for monitoring student progress.

An original draft of the Parent Tutorial Reading Skills Packet was designed to meet the specific reading needs of students which were identified from a survey in the Coeur d'Alene, Idaho, School District and the Post Falls, Idaho, School District. This draft was submitted to a panel of professional teachers and reading specialists who evaluated it in terms of: clarity of purpose, content validity, context, suitability of vocabulary, ease of using, appropriateness for fourth grade students, validity of reading skills being taught, and adaptability to parent ability. The Packet was revised to meet standards of the panel and administered to a pilot group of representative students. The Packet was revised a second time. This second revised form was used in this study.

The Parent Tutorial Reading Skills Packet was tested using a modification of the Stanley and Campbell repeated measures research design (1969). Forty fourth grade students whose parents agreed to participate in the study were randomly selected from more than 200 students in the two school districts who tested at least one year below grade level in reading.

The following hypotheses were tested: 1. There will be no significant difference between the first posttest mean score of Group A and the first posttest mean score of Group B as measured by the Bond's Silent Reading Skills Test. 2. There will be no significant difference between the second posttest mean score of Group A and the second posttest mean score of Group B as measured by the Bond's Silent Reading Skills Test. 3. There will be no significant difference between the pretest and second posttest mean score of Group A and the pretest and second posttest mean score of Group B as measured by the Criterion Reading Skills Inventory and the Fletcher's Informal Reading Test.

It was concluded that parents who utilized the Parent Tutorial Reading Skills Packet could effectively tutor their children.

THE EFFECTS OF THE RIGHT TO READ LEADERSHIP TRAINING ON THE FIRST YEAR RIGHT TO READ SCHOOL DISTRICTS IN TEXAS Order No. 7801753

DAVIS, Celestia Brannen, Ed.D. Texas Woman's University, 1977. 123pp. Adviser: Howard L. Stone

Problem

The problem of this study was to determine the extent to which the program of leadership training for local Right to Read directors has had a positive effect on the reading achievement of pupils in the identified target areas of the Right to Read school districts in Texas and the extent to which the leadership training has prepared the directors to implement the Right to Read strategies in their school districts.

Procedure

Forty-three of the 44 local school Right to Read directors who received the leadership training responded to a questionnaire on the effectiveness of the leadership training and reported the reading achievement scores for pupils enrolled in the target areas of the Right to Read schools for the 1973 and 1976 school years. The study was a descriptive survey which centered around the following components: 1. An evaluation of the topics of discussion in the Right to Read leadership training. 2. Reading achievement scores of pupils enrolled in the Right to Read schools in 1973 and in 1976 were obtained. 3. Scores in target areas of Right to Read schools that named administrators or principals as directors were compared with pupils' reading achievement scores in the target areas of Right to Read schools that named classroom teachers as directors.

In addition, data were obtained on preferred topics for future staff development programs and major changes that were made in the school districts' reading programs.

Findings

The major findings of this study revealed the following. 1. The local Right to Read directors expressed support for the following topics: . Right to Read needs assessment . Organizing a school for implementing the Right to Read strategy . Basic components of the reading curriculum . Interpersonal communication skills . Approaches to beginning reading . Strategies in teaching word recognition skills . Diagnosis of reading abilities . Evaluating and selecting reading materials . Programs sponsored by the Texas Education Agency 2. Students' achievement seemed to be superior in school districts that named building principals or administrative staff members as directors. 3. Seventy-three per cent of the schools that reported pupil achievement scores showed gains in pupil achievement. 4. Five areas in which changes of the school reading programs had occurred were school management, classroom management systems, staff assignments, materials, and staff development programs.

Conclusions

Based on the findings of the study, the most significant conclusions for educational leadership were the following. 1. The validity of 11 topics for study seemed to be established by reason of support expressed for them by the directors who participated in the training. 2. The Right to Read leadership training program appears to provide a viable model to be followed in providing for school reading programs. 3. The effectiveness of the Right to Read program, as reflected in the reported reading gain scores, demonstrated that administrators or principals were more successful as Right-to Read directors.

A COMPARATIVE STUDY OF THE FERNALD READING METHOD AND SYSTEMATIC DESENSITIZATION AS METHODS TO IMPROVE READING ACHIEVEMENT IN LEARNING DISABLED CHILDREN Order No. 7801141

ELLISON, LeJeune Hickson, Ed.D. University of South Carolina, 1977. 89pp.

The problem of the study was to determine the effects of two variables, taken separately upon reading achievement among learning disabled children. Sixty learning disabled children in grades two through five were randomly assigned to three groups. Group I served as the Control Group. Group II was taught using the Grace Fernald Method. Group III was taught using conventional reading methods after a period of systematic desensitization. All three groups were pretested and posttested using the Wide Range Achievement Test – Reading Level I. No significant differences could be found within groups or between groups at the .05 level of significance when an analysis of variance was run using pre- and posttest scores. One-tailed t-tests were insignificant. The null hypothesis was accepted. Also, no significant differences were found between males and females when an analysis of variance was run on posttest scores. It was concluded that the Fernald method and systematic desensitization did not produce significant differences in mean gains from those achieved by the control group. The Fernald group showed the greatest mean gain, although not significant.

AN INVESTIGATION OF LETTER IDENTIFICATION AND TWO METHODS OF INSTRUCTION FOR STUDENTS IN SECOND, THIRD, FOURTH, AND FIFTH GRADES IN ESEA TITLE I SCHOOLS IN A RURAL COUNTY IN NORTHWEST FLORIDA Order No. 7801475

FARRELL, Frances Elizabeth, Ph.D. The Florida State University, 1977. 97pp. Major Professor: C. Glennon Rowell

A study was conducted to investigate the following questions: Are students who read at or below the third stanine on a standardized reading achievement test in the second, third, fourth, and fifth grades in ESEA Title I schools able to identify and distinguish all of the letters of the written alphabet? If the subjects selected at or below the third stanine are not able to score above the eighty-fifth percentile on a test developed by the investigator on letter recognition, which of two approaches, Easiest Letters First or Distinctive Features of Letters, would produce a significant gain during four weeks of intensive instruction? Are students who read at or above the fourth stanine on a standardized reading achievement test in second, third, fourth, and fifth grades in ESEA Title I schools able to identify and distinguish all of the letters of the written alphabet?

There were 392 subjects at three different Title I schools in a rural county in Northwest Florida who were identified as having scored at the third stanine or below on a standardized reading achievement test. These second, third, fourth, and fifth grade students were given a test on letter identification constructed by the investigator and 141 students scored at the eighty-fifth percentile or below and were considered suitable subjects for the experiment. The test papers were examined and percentages for each letter and grade level were determined.

The subjects were randomly assigned to the treatment sections by grade level. All subjects in the first two treatment sections were provided instructions on letter identification for twenty minutes each day for eighteen separate sessions. After the final instructional period all subjects were again given the letter identification test. Treatment 1 was Easiest Letters First, Treatment 2 was Distinctive Features of Letters, and Treatment 3 was the control group.

Eight hypotheses were tested. It was found that Treatment, Grade Level, or their interaction were not significant in identifying the upper and lower case letters. However, in matching the upper and lower case letters, the treatment was significant while grade level and the interaction were not. The study also examined the relationship between reading at or above the fourth stanine and being able to match and identify the letters and reading at or below the third stanine and being able to match and identify the letters. They were both significant.

IS THERE A SIGNIFICANT GAIN IN LANGUAGE DEVELOPMENT FOR CHILDREN ATTENDING SUMMER HEAD START PROGRAMS BEYOND THE TEN MONTH SESSION?

GREEN, Evelyn A., Ed.D.
Loyola University of Chicago, 1977

This study was designed to measure the effect of continued attendance in Head Start classes through the summer session, after an initial ten-months, in terms of measurable gains in language development. The effects were evaluated within the context of two classroom methodologies; high and low structure, as established by the Head Start teacher; and in terms of linguality and sex of the subjects.

Four major hypotheses were tested: (1) significant differences in change scores for children attending Head Start classes for ten and twelve program months; (2) significant differences in change scores for children attending highly structured Head Start classes as opposed to those instructed in low structured environments; (3) significant differences in language test scores observed between monolingual and bilingual children over the same time periods; and (4) significant differences in language change scores between boys and girls.

The subjects were members of six randomly selected Head Start classes in Chicago Public Schools. One class was populated with bilingual children, most of whom were Mexican-American, and five classes were populated with black children. There were 112 subjects, 57 boys and 55 girls. Change scores obtained by the subjects taking pre- and post-TOBE (Test of Basic Experiences) language development tests were used as the dependent variable, and class structure was determined through use of the Teacher Structure Checklist developed by Dr. Patricia Webster.

An analysis of covariance was used to test the general hypotheses about the change scores, and to adjust for variations in the factor of initial test scores. An analysis of variance method was used to test the effect of structure on the test scores after ten months of instruction. The findings provided confirmatory evidence for the general hypotheses as follows: (1) children continuing attendance through the summer session gained an average of ten points on the TOBE language development test. (2) Classroom structure did not appreciably effect change scores when total groups of high and low structured classes were compared. However, substantial differences surfaced when sub-groupings were compared. (3) Sex had little effect on total group scores -- again, differences surfaced for sub-groupings.

Summary of findings significant at the .05 level: (1) bilingual females in low structured classes who attended through the summer were found to have higher change scores than those who did not attend. (2) Monolingual males and females in highly structured classes who attended through the summer were found to have higher change scores than those who did not attend. (3) Monolingual females were found to have higher change scores than bilingual females, both those who attended through the summer and those who did not. (4) Monolingual males and females in highly structured classes were found to have higher 10-month scores than those in low structured classes.

Conclusions: Children continuing Head Start class attendance through the summer months did significantly better than those not attending in terms of gains in language development. $F(6,99) = 6.76$, $p < .01$. Greatest gains were achieved by children instructed in highly structured classes.

Order No. 77-28,806. 116 pages.

THE IMPACT OF TITLE I: ANALYSES OF TWO READING PROGRAMS IN RACINE, WISCONSIN Order No. 7801020

GREENFIELD, Carol Sue Greenlinger, Ed.D. Indiana University, 1977. 169pp. Chairperson: Professor Darryl J. Strickler

The scope of the two studies was to look at two Title I Reading Programs, which were implemented by the Unified School District #1 of Racine County, Wisconsin for the years 1974–1976. The data analyzed were part of a routine Title I evaluation and included all public school program participants in grades two through six. The two programs, the Diagnostic-Prescriptive Title I Reading Program, 1974–1975 and the Reading/Language Arts Model, 1975–1976 were evaluated and analyzed separately.

The Diagnostic-Prescriptive Program, 1974–1975, Study I, represented an instructional technique which centered around the philosophy of continuous diagnosis and prescription with a language experience orientation. The Reading/Language Arts Model, 1975–1976, reflected an instructional technique utilizing commercially prepared kits and labs with a specific sequence and timetable. Both programs were evaluated in order to ascertain how well the population responded to a specific reading approach based on the criteria of one month progress for each month in the program and how reading achievement related to such factors as sex, grade and years deficiency.

For Study I, three reading pre- and post-test scores were analyzed. The tests were: the Metropolitan Achievement Test-Reading and Word Knowledge Subtests, the Woodcock Reading Mastery Tests and the Wide Range Achievement Test. For Study II, the Wide Range Achievement Test was not included in the testing sequence, but the other two tests were used.

Although each of the programs are analyzed in this study separately, the same statistical format and design were employed in each case. The comparison took the form of a t-test, testing the hypothesis: is the adjusted gain (post-test minus pre-test minus number of months in the program) greater than zero for the different tests. In addition, the effect of sex, grade and years deficient upon progress in the Title I programs was analyzed using grade equivalent scores. First a two-way multivariate analysis of covariance involved the factors sex and years deficient. Each subject in the study was ranked for years deficient and placed in one of three categories: "lowest third," "middle third" and "top third."

For Study I, the findings were: (1) Sex: The males came closer to criterion on the Metropolitan Reading Subtest and on the Woodcock Subtests than the females. (2) Grade: Second and sixth graders showed the greatest degree of reading achievement, (3) Years Deficient: The lowest third did not meet the expected criterion on all three tests. However, there was not a significant difference between the three groups on the tests.

For Study II, the findings were: (1) Sex: Both males and females did not meet criterion on the Metropolitan Reading Subtests. However, on the Woodcock Reading Tests, the males met criterion on all subtests except Word Identification and Passage Comprehension, while the females met criterion on the Letter Identification and Word Attack subtests. (2) Grade: Grades two and grade four came closest to meeting criterion on all tests, while, grades two and three mean scores were the most consistent of the grades on both tests. (3) Years Deficient: The lowest third met criterion or came closest to criterion as compared with the other two groups. However, in Passage Comprehension and Word Identification on the Woodcock Reading Tests, all three groups were significantly different from zero.

It is recommended that a study applying different treatments to these children and measuring the degree of success as the result of the treatments may provide some insight for program developers. Students are individuals and learn at their own pace. Therefore, the instructional techniques utilized in meeting the needs of these children must be related to their individuality such as their sex, grade level and the number of years deficient they are in reading.

THE EFFECT OF SELECTED ELABORATION METHODS AND WORD-TYPES ON THE ACQUISITION, RETENTION, AND RECOGNITION OF A BEGINNING READING VOCABULARY FOR KINDERGARTNERS IN TITLE I SCHOOLS

HABER, Ethyl, Ed.D.
St. John's University, 1977

Statement of the Problem

The purpose of this study was to investigate the effect of three selected elaboration methods and two word-types on the acquisition, retention, and recognition of a beginning reading vocabulary for kindergartners in Title I schools.

Sample and Procedures

Seventy-two kindergartners were randomly selected from three public schools in New York City. The schools were all Title I schools, had a predominantly black student population, and had standardized reading test scores below the national norm.

The subjects were randomly assigned to treatment groups of either similar or dissimilar words that were presented with one of the following methods: (a) visual-auditory (VA), (b) visual-visual-auditory (VVA), or (c) visual-auditory-kinesthetic (VAK). Similar words were four words that shared a common phonogram (i.e., can, fan, man, pan). Dissimilar words shared no common phonogram. The VA method involved seeing the word and hearing its name. The VVA method involved seeing the word, seeing a picture of the word, and hearing its name. The VAK method involved seeing the word, hearing its name, and tracing the letters of the word.

A laboratory procedure was used to teach and test each subject individually. Acquisition teaching and testing were alternated until the subject responded correctly on two successive trials (mastery) for each word or for a maximum of 12 trials. Acquisition test scores were based on the number of trials required to reach mastery. Retention test scores were based on the number of words the subject could read 24 hours after the acquisition session. The recognition test immediately followed the retention test and recognition test scores were based on the number of words the subject could correctly point to when named by the experimenter.

A 3 x 2 analysis of variance procedure with equal cell entries was used to analyze the data.

Results

The findings indicated that there were no significant mean differences at the .05 level among the elaboration methods, word-types, or their interaction. While none of the results was statistically significant, trends in the performance of the subjects indicated: 1. There was greater acquisition, retention, and recognition of similar words than dissimilar words. 2. The VAK method produced the most rapid acquisition, but the least overall retention and recognition. The VAK method aided retention only when the words were similar. 3. The VVA method produced an overall depressing effect on acquisition, but the overall effect was positive for retention and recognition. Retention of dissimilar words was particularly facilitated by the VVA method.

Supplementary findings that were not hypothesized at the outset of the investigation revealed that there was no significant mean difference between the sexes for acquisition, retention, and recognition. Another supplementary finding revealed that the Title I kindergartners had the ability to acquire, retain, and recognize the stimulus words.

Conclusions

1. The elaboration method, word-type, or their interaction have no significant effect on the acquisition, retention, or recognition of a beginning reading vocabulary for kindergartners in Title I schools. 2. Similar words produce greater overall acquisition, retention, and recognition than dissimilar words. 3. Tracing the word produces the most rapid acquisition. Tracing the word appears to aid retention only when the words are similar. 4. A picture cue appears to negatively affect acquisition; however, the effect is positive for retention and recognition. 5. The sex of the child does not affect the acquisition, retention, and recognition of a beginning reading vocabulary. 6. Title I kindergartners have the ability to acquire, retain, and recognize a beginning reading vocabulary.

Order No. 77-20,443, 129 pages.

EVALUATION OF THE NINTH GRADE PILOT REMEDIAL READING PROGRAM IN THE CONNECTICUT VOCATIONAL-TECHNICAL SCHOOL SYSTEM

Order No. 7731080

HADDAD, Frederick Louis, Ph.D. The University of Connecticut, 1977. 148pp.

Purpose of the Study

The Division of Vocational Education, Connecticut State Department of Education, implemented a pilot remedial reading program in six Vocational-Technical Schools during the 1974-1975 school year. The purpose of this study was to measure the effectiveness of this pilot program. The problem statement specifically is: Does the ninth grade pilot remedial reading program in the Connecticut Vocational-Technical Schools improve students' reading comprehension and vocabulary? The immediate effects of the program and the students' retention of reading skills over a period of time were of primary importance to this study.

Review of Literature

The review of the literature succinctly depicted the significance of reading in schools today and the interrelationships between reading and juvenile delinquency, dropouts, low intelligence scores, and career and vocational development. The literature also revealed the extremely poor reading ability of many youth in the secondary schools and the lack of appropriate remedial reading programs to meet their needs. Where these programs do exist they usually lack objectivity and rigor in the evaluation process. Too often program effectiveness is based on an informal and subjective nature, and proper use of statistics and adequate research design are usually lacking.

Research Design

The pretest-posttest research design was utilized because it lent itself to an evaluation approach which was the purpose of this study. The experimental group was given the twelve week remedial reading program. Using the three forms of the Gates-MacGinitie Reading Test Survey E, the experimental- and comparison groups in each of the six schools were tested at the beginning of the program (pretest), at the conclusion of the program (posttest), and five months after the conclusion of the program (retention posttest), in order to measure longitudinal program effects. The variables that affect internal and external validity were controlled to the extent where this author could state that any nonchance differences found in the reading achievement (dependent variable) between the experimental and comparison groups were due to the treatment – the remedial reading program. A two-tailed t test, a parametric statistic, was used to test the hypotheses to determine whether the mean performances of the experimental and comparison groups were significantly different. The level of significance for determining differences was set at the .05 level.

Findings and Conclusions

Analysis of the data in testing the hypotheses leads one to conclude that there were significant reading comprehension and vocabulary gains for the experimental group students compared to the comparison group students. This was true immediately at the conclusion of the pilot program (pretest-posttest), as well as at the retention posttest five months later (pretest-retention posttest). However, the analysis of mean gain scores from the conclusion of the program to the retention posttest period (posttest-retention posttest) indicated no difference in the continuing growth of reading achievement between the experimental and comparison groups. The results of this study have far reaching effects for program planners and decision makers.

A STUDY OF ORAL VOCABULARY SCORES AND READING VOCABULARY SCORES OF THIRD GRADE EDUCATIONALLY DISADVANTAGED STUDENTS

Order No. 7732867

JONES, Elbert Lewis, Ed.D. The University of Oklahoma, 1977. 100pp. Major Professor: Dr. Richard Williams

This study was concerned with the analysis of oral vocabulary and reading vocabulary scores, socioeconomic status, and ethnic background of two hundred and three (203) third grade educationally disadvantaged students in the Oklahoma City Public School System. Oral language development of children has been the object of many research studies. Children who will progress well in reading will possess the ability to use and respond to oral language. This ability is apparently the results of listening to and speaking the language used within the family, school, and neighborhood. However, Giles noted that there is a large group of children who cannot progress well in reading. These are the educationally disadvantaged children for whom compensatory education programs are designed.

The purpose of the study was to: (1) determine the relationship between the student's oral vocabulary to that student's reading vocabulary and (2) determine differences between oral vocabularies of high and low socioeconomic students and students of different ethnic backgrounds. Four hundred and fifteen (415) third grade educationally disadvantaged children in the Oklahoma City Public Schools were screened by using the Metropolitan Achievement Test. Two hundred and sixty-three (263) subjects qualified for the study and two hundred and three (203) were randomly selected. Students used in the study were administered the Dailey Language Facility Test and the Gates MacGinitie Reading Vocabulary Tests. The socioeconomic status (education and occupation) for each student was determined by using Hollinghead's Two Factor Index of Social Position. A Pearson Product Moment Correlation Coefficient was used to compare the oral vocabulary scores of each student with that student's reading score. A two (2) variable factorial analysis of variance in a two (2) by three (3) design was used to study the data obtained on socioeconomic status and race. A computer program, the O U MANOVA, which compensates for unequal cell size was used in the analysis of the data.

Conclusions drawn from the study were: (1) The Pearson r of .2622 was significant at the .05 level indicating a significant correlation existed between the oral vocabulary scores and the reading vocabulary scores of third grade educationally disadvantaged students. (2) The highest measure of central tendency on socioeconomic status and race was found in the mean score of Caucasians. The lowest mean score was found in the Native American and/or Chicano students. (3) Significant differences occurred between the oral vocabulary mean scores of third grade educationally disadvantaged Black students and Caucasian students. The Caucasian mean of 4.24 was significantly higher than the Black mean of 3.59. (4) There were no significant differences in the oral vocabulary mean scores of third grade educationally disadvantaged Black students and Native American and/or Chicano students. (5) No significant difference occurred in the oral vocabulary mean scores of third grade educationally disadvantaged Caucasian students and Native American and/or Chicano students. (6) There were no significant interaction effects of ethnic origin and socioeconomic status on oral vocabulary mean scores of third grade educationally disadvantaged students.

AN EXAMINATION OF THE POSSIBILITY OF EXPLAINING PROGRAMMED INSTRUCTION WITH A THEORY OF READING COMPREHENSION

KILLIAN, Paul Wright, Jr., Ph.D.
North Carolina State University at Raleigh, 1977

Supervisor: James L. Cole

Based on a reading comprehension model, it was hypothesized that: (1) programmed instruction would enhance the comprehension of poor readers, (2) short step programmed instruction would aid poor readers more than would long step programmed instruction, (3) programmed instruction would not affect the comprehension of good readers, (4) programmed instruction would enhance a subject's comprehension of material from an unfamiliar subject matter area, (5) there would be a positive relationship between the readability of programmed instruction and comprehension for poor readers, and (6) retention would not be affected by type of instruction.

In the first experiment the effects of type of instruction, degree of student familiarity with subject matter, and readability of the instructional materials were examined for poor readers. Analysis of immediate posttest scores yielded a significant difference due to readability ($F = 19.51$, p less than .001). Analysis of covariance of delayed posttest scores revealed significant effects due to type of instruction ($F = 3.76$, p less than .025), degree of familiarity ($F = 4.83$, p less than .001), and school attended ($F = 8.77$, p less than .004). Significant interactions between type of instruction and readability, readability and school attended, and type of instruction, readability, and school attended were also obtained. Analysis of variance of time taken to complete instruction yielded main effects differences due to type of instruction ($F = 124.23$, p less than .001), readability ($F = 17.95$, p less than .001), and degree of familiarity ($F = 5.39$, p less than .025). No significant interactions were obtained.

In Experiment II the effects of type of instruction and degree of familiarity were examined for good readers. No significant effects were obtained in an analysis of immediate posttest scores or in a covariance analysis of posttest scores. In the analysis of time taken to complete instruction, a main effect due to type of instruction was found ($F = 67.16$, p less than .001). No significant interactions were obtained.

In the third experiment the effect of readability of short step programmed instruction on the comprehension of good readers was examined. There were no significant effects on either immediate posttest scores or difference scores (difference in immediate and delayed posttest scores).

These results partially support Hypothesis (6) and support Hypotheses (3) and (5).

Based on these results it was concluded that, at present, a reading comprehension theory is not adequate to explain programmed instruction. Order No. 77-29,669, 125 pages.

THE EFFECTS OF A CAMP PROGRAM ON THE READING ABILITIES AND ATTITUDES OF EDUCATIONALLY AND SOCIOECONOMICALLY DISADVANTAGED CHILDREN

MARCUS, Joyce Bukaresky, Ph.D.
Fordham University, 1977

Mentor: Jay Sexter

This investigation studied the effectiveness of a camp program following summer school in improving the reading ability and attitudes of educationally and socioeconomically disadvantaged children retarded in reading.

Specifically, there was an attempt to determine if there were any significant differences between the attitude and reading scores of educationally and socioeconomically disadvantaged girls and boys retarded in reading who attended a two week camp program emphasizing reading following a six week summer school program and educationally and socioeconomically disadvantaged girls and boys retarded in reading who attended summer school only.

The subjects of this study were 500 predominantly Black and Puerto Rican girls and boys who, in the fall, were to enter fourth to sixth grades in a New York City school district.

The instruments used in this study were: 1. The Metropolitan Achievement Test to measure word knowledge, comprehension, and total reading. 2. The Semantic Differential instrument to measure attitudes, "Me, My Classmates, My Teacher, School, Studying, Reading, Summer School and Camp Program."

Data on reading achievement and the selected attitude variables were analyzed by use of multiple classification analysis of variance with repeated measures to determine whether there were significant differences between campers and noncampers, males and females, the three times of testing, and any interaction of these. Post hoc t tests were used to determine the source of differences that occurred. Within the experimental and control groups between each time of testing, differences were examined by use of additional post hoc t tests.

The .05 level of confidence was used as the criterion for determining significance although significance was frequently found beyond the .01 and .001 levels of confidence.

An analysis of the Metropolitan Achievement Test data in word knowledge, comprehension, and total reading indicated that as a direct result of the camping experience no real difference in reading could be found between the experimental and control groups. However, nine months after the experience in camp was completed and all of the children were back home in their normal environment, they were again tested and campers showed significantly higher word knowledge, comprehension, and total reading scores when compared to noncampers. It was, therefore, assumed that summer school followed by a camp experience did have a positive effect on reading and this effect could not be measured immediately after the experience.

The results also indicated that there were significant differences in attitudes between the campers and noncampers as a result of the summer school and camp program. In most situations, as indicated in the summary, the changes became evident in the post posttest comparison. By the end of the camp program, however, there were already significant differences between campers and noncampers in the attitudes toward self, school, and reading. In each situation where there were positive changes in attitude, the campers had significantly more positive attitudes. Where there were negative changes in attitude, the campers' attitudes were less negative.

The following recommendations were made after analysis of the findings. 1. It was recommended that this study be replicated with a similar population. There should be further breakdown of the population in order to determine whether the camping program is more beneficial for high, medium, or low achieving pupils. 2. This study should be replicated with an experimental group attending camp and a control group attending summer school for the same time period. 3. It was recommended that cost per pupil be measured in terms of cost of camp, cost of summer school, and in terms of long range achievement. 4. The question of sex differences in reading and attitudes should be investigated further. The literature suggests that there are sex differences and that they are influenced by environment. No sex differences were found in this study on the achievement tests.

Order No. 77-28,085, 166 pages.

THE EFFECT OF TRANSITION EDUCATION, A YEAR OF READINESS AND BEGINNING READING INSTRUCTION BETWEEN KINDERGARTEN AND FIRST GRADE, ON LATER ACHIEVEMENT FOR SELECTED CHILDREN

Order No. 7800508

MATTHEWS, Harold Wayne, Ph.D. Saint Louis University, 1977. 94pp.

This longitudinal study explored the effect of an interim year of readiness instruction between kindergarten and first grade on achievement in the second and third grades. Comparison of the experimental group to each of four control groups was made at the second grade level in the area of reading achievement and at the third grade level in the areas of reading, mathematics, and composite reading-mathematics-language achievement.

Students were screened at the end of their kindergarten year to determine their readiness skills for first grade. One group of students who lacked readiness skills, the experimental group, was assigned to a year of transition education featuring small class sizes, individual attention, and prescriptive instruction emphasizing development of readiness skills. Another group who were also diagnosed as lacking readiness skills, control group one, was assigned to the regular first grade. A third group from the same kindergarten class who exhibited no lack of readiness skills, control group two, was also assigned to the regular first grade. A fourth group from the same kindergarten class, control group three, exhibited no lack of readiness skills, was assigned to the regular first grade, and was retained in the first grade due to lack of achievement. The fifth group of students, control group four, was selected from the following year kindergarten class and were students who did not lack readiness skills nor were they retained in grade one.

Test results for the second grade indicated no significant advantage for the experimental group over control groups two, three, or four, but did indicate a higher mean grade equivalent score in reading comprehension than control group one.

Third grade test results indicated significantly higher mean grade equivalent scores for the experimental group in reading and in mathematics concepts and problems than for control groups one and three but not for control groups two and four. Mean grade equivalent scores on all tests in the third grade for the experimental group were less than the norm of 3.7 for the tests.

THE EFFECTS OF HYPOTHESIS/TEST AND FLUENCY TRAINING, CROSS-AGED TUTORING AND SMALL GROUP INSTRUCTION, ON READING SKILLS

Order No. 7802717

SINDELAR, Paul Thomas, Ph.D. University of Minnesota, 1977. 207pp.

The purpose of the research was first to compare the effects of cross-aged tutorial and small group instruction in special education resource programs; and to compare three methods of supplemental reading instruction. Second, the research was designed to examine the relationship between improvement in oral reading and improvement in reading comprehension.

Fifty-three second to fourth grade children, assigned to resource programs for supplementary reading instruction, were randomly assigned to receive one of four treatments: word recognition training, oral reading practice, hypothesis/test (h/t) training, tutorial arrangement, and h/t training, small group arrangement. The h/t procedure involved training children to use contextual cues to anticipate words deleted from the end of phrases. Cross-aged tutors administered the first three methods to individual children; resource teachers administered the h/t training to groups of three children. All treatments included 20, 15 minute lessons; the instructional materials were prepared controlling for difficulty level.

All students were pre- and posttested on four dependent measures: word recognition, oral reading, cloze comprehension, and the Stanford Achievement Test, Paragraph Meaning Subtest. Posttest scores were analyzed with one-way analyses of variance for three dependent measures; significant pretest differences on the word recognition measure were the basis for covariate adjustment of the posttest scores. A set of non-orthogonal contrasts allowed tests of three primary hypotheses. On graphs of the daily cloze and oral reading performance samples, trend lines were drawn to summarize the level and direction of the data. Each trend, for each subject, was characterized as either increasing or not increasing. Chi-square analysis allowed tests of the relationships between trend of oral reading and trend of cloze comprehension; and level of oral reading and trend of cloze comprehension.

The results of the posttest analysis of the cloze data indicated that: 1) the means of the tutored and non-tutored groups within the h/t method did not significantly differ; 2) the means of the oral reading and h/t groups were significantly greater than the mean of the isolated word training group; and 3) the means of the former two groups did not significantly differ. No significant treatment effects were obtained on the remaining three measures. The results of the chi-square analyses indicated that, first, the proportion of students who improved on cloze performance did not significantly differ for students who improved on oral reading and students who did not; and, second, among students with increasing oral reading trends, the proportion who improved on cloze comprehension did not significantly differ above and below a median oral reading rate of 55 words/minute.

It was concluded that: 1) the cross-aged tutorial arrangement was as effective as small group instruction as measured by a test of cloze comprehension; 2) oral reading practice and h/t training had comparable effects on cloze performance, significantly greater than the effects of isolated word training; and 3) improvement in cloze performance was independent of trend and level of oral reading performance. The implications of these findings for supplementary reading instruction in special education resource programs were developed.

AN INQUIRY INTO THE EFFECTS OF A PARENT EDUCATION PROGRAM ON THE READING ACHIEVEMENT OF FIRST GRADE CHILDREN IN A RURAL SCHOOL SYSTEM

Order No. 7730519

WADE, Benny Bernar, Ed.D. University of Georgia, 1977. 196pp. Supervisor: Ira E. Aaron

This study was conducted to determine if a planned program of parent education could be so arranged and carried out that it would result in a measureable improvement in the reading achievement of first grade children whose parents completed the program.

Educators have suggested a variety of ways in which parents can be taught to provide their children with better backgrounds from which to pursue formal school learning tasks. Research documenting the success of parent programs designed to improve the reading achievement of children, however, is limited.

The parents of 45 first grade children volunteered to take part in the program for the purpose of helping their children improve in reading ability. The parents of 35 children completed the program as planned. A control group of 35 children was randomly selected from the remainder of the population. The Comprehensive Test of Basic Skills and the Oral Paradigmatic/Syntagmatic Language Inventory were used as pretests and posttests to measure student growth in reading.

At the beginning and at the conclusion of the project there was no significant difference between the means of the experimental and control group on any of the evaluation instruments employed. There was a significant difference between the means of the previous year's first grade students. An independent t-test was used to analyze the pretest data, and a one-way analysis of variance was used to analyze the posttest data.

Parents took part in a series of 10 meetings which were two hours each in length. The meetings taught parents ways they could reinforce those reading skills their children had learned in school. The parents were then asked to work 15 minutes per day with their child or children for a period of approximately 24 weeks. The Harper & Row Tutorial Kit (Ellson, Harris, and Moron, 1973) was one type of instructional material which was utilized. Most parent meetings were recorded on video tape and parents who missed an original meeting later viewed the video tape recording of the session. Parents had access to a parent outreach center from which they checked out books, games, and other materials to use with their children.

Parent meetings were conducted by the researcher and by two college consultants. A teacher's aide was used to set up meetings, provide transportation for parents, distribute instructional materials to parents, and to maintain contact between the school and the home. School principals and first grade teachers also cooperated and participated.

The study was conducted in a rural school district in the south central portion of Georgia. The school population was 74 percent Negro and 26 percent white. The investigation was a one year study involving a large portion of parents from a low socioeconomic level. Although the period between the pretest and the posttest was a full academic year the treatment period comprised only about one half of a school year.

SUMMER SCHOOL ATTENDANCE AND THE RETENTION OF READING SKILLS OF SELECTED FOURTH GRADE STUDENTS

WILLIAMS, Mary Thompson, Ph.D.
The Louisiana State University and
Agricultural and Mechanical College, 1977

Supervisor: Professor Eric Thurston

Statement of the Problem

The purpose of this study was to examine gains or losses made in vocabulary, comprehension, and total reading scores of selected fourth grade remedial reading class students to determine if attendance of a summer compensatory reading program, during the summers of 1973, 1974, and 1975, aided these selected students in the retention of reading skills over the period of study.

Hypotheses Tested

The null hypotheses were: 1. There will be no significant differences in Reading Vocabulary gains or losses between experimental and control groups over the summer vacation period or evident at the end of the following academic year. 2. There will be no significant differences in Reading Comprehension gains or losses between experimental and control groups over the summer vacation period or evident at the end of the following academic year. 3. There will be no significant differences in Total Reading gains or losses between experimental and control groups over the summer vacation or evident at the end of the following academic year. 4. There will be no significant differences in the three reading skills areas, noted above, between males and females in the experimental and control groups over the summer vacation or evident at the end of the following academic year. 5. There will be no significant differences between the mean scores of the same group or sub-groups when pretest-posttest mean scores are analyzed for retention in the skill areas noted above over the summer vacation period.

Procedure

The population was limited to fourth grade students in Title I remedial reading classes in seven elementary schools in East Feliciana Parish, Louisiana. These students' records contained all three test scores used--pretest, posttest, and delayed posttest. The sample was composed of 75 students in the experimental group (43 males and 32 females) and 175 students in the control group (106 males and 69 females).

The independent variable was the summer compensatory program attended by the experimental group. The dependent variable was the gain or loss in reading ability over the summer vacation as measured by the subtests of Vocabulary, Reading Comprehension, and Total Reading of the SRA Achievement Series and the Gates-MacGinitie Reading Tests.

The data were collected, and the t test of the significance of the differences between means was used to test the various hypotheses. The .05 level of confidence was selected as the criterion of significance.

Findings

The findings indicated no significant differences in Reading Vocabulary, Reading Comprehension, or in Total Reading gains or losses between fourth grade remedial reading class students who attended a summer compensatory program and those who did not attend. Fourth grade girls who attended the summer program had significant summer gains over fourth grade girls who did not attend in the posttests of Vocabulary. These gains did not persist the following spring. The posttest scores for the control group were consistently lower than that group's pretest scores, while for the summer school group, posttest scores did show some areas of gain as well as some areas of loss.

Conclusions

Summer compensatory reading instruction did not significantly alter the scores of reading vocabulary, reading comprehension, or total reading of fourth grade remedial reading class students. Female students had the greatest gains with summer instruction and had the greatest losses without the summer instruction.

Recommendations

1. Research should be made on summer school as a continuum in the learning process. 2. Research should be made on different kinds of summer school programs for the slow-learner, the grade-level student, and for the gifted student. 3. Research should be made on the utilization of community resources available to the non-summer school student.

Order No. 77-28,708, 105 pages.